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Abstract

An evaluation instrument, utilizing the systems analysis apprcach fcr self evaluaticn, is designed for use by prcject directcrs and staff in assessing existing Title III envircnmental and cutdoor education projects in New Jersey. The evaluation instrument was first developed about twc years agc. The original instrument was presented tc perscns attending the National Ccnference of Environmental Educatiçn in May, 1968. Ccnferees, working in small groups with members of the original ccmmittee, worked on instrument revisicns and changes and prcduced this document. Fcur categories provide the basis fcr evaluaticn: planning and desigr, ccntent, operaticn, and prcductivity. Self sccring procedures are included. A related document containing the criginal instrument is ED 024 503. (DB)

ED033801

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION FOR ENVIRONMENTAL EDUCATION

(A Systems Analysis Approach for Self-Evaluation)

- 1969 -

The NEW JERSEY STATE COUNCIL
For
ENVIRONMENTAL EDUCATION
355 Route 46 Mountain Lakes, New Jersey, 07046
Dr. Edward J. Ambry, Director

RC003815

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The New Jersey State Council For Environmental Education

Project Staff:

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Newark, New Jersey
Board of Education
E.S.E.A. Title III
Project #68-6503

PURPOSES

1. Develop Evaluation instrument
2. Inventory all environmental and outdoor education programs and sites in New Jersey.
3. Assess existing Title III environmental and outdoor education projects in New Jersey.
4. Determine environmental education services available to inner-city youth and make recommendations for additional involvement.
5. Increase public awareness of the values inherent in environmental and outdoor education.
6. Develop a master plan for environmental and outdoor education for the State of New Jersey.

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(a systems analysis approach for self-evaluation)

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Dr. V. Eugene Vivian
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Development of Evaluation Instrument

The plan for self-evaluation was developed by the above committee at a series of meetings held between October, 1967 and March, 1968. The first edition was presented as a working paper to persons attending the National Conference on Environmental Education, Skylands Manor, Ringwood, New Jersey, on May 19-22, 1968. Conferees, working in small groups with members of the original committee became members of an expanded National Committee for the development of this instrument. Individuals and small groups discussed, made suggestions, and recommended changes for the final draft. The above Committee, during 1968-69, made revisions and produced this document. The original instrument is available from ERIC Document Reproduction Service, The National Cash Register Company; 4936 Fairmount Avenue, Bethesda, Maryland, 20014. The ERIC number is ED 024 503.

This instrument is based on a "systems analysis" approach and draws heavily upon suggestions made in a paper prepared by Daniel L. Stufflebeam, Ohio State University, entitled: "The Use and Abuse of Evaluation in Title III," delivered at the National Seminar on Innovation, sponsored by the Kettering Foundation and the U. S. Office of Education in July, 1967.

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A series of questions has been formulated which will help a project director and his staff to evaluate their efforts at various stages of the project operation.

The Following Definitions Are Basic In The Design:

Context:

(Objectives) - These are the goals (broad and specific) that were set for the project on the basis of the determination of needs.

Input:

(Resources) - These are the ingredients of the project that make it work, including money, time, facilities, natural resources, materials, equipment and personnel.

Process:

(Program) - This is the operational plan or procedure that is used, utilizing the "input," and describes the primary activities of the project.

Persons using this instrument will find it necessary to read an entire page before answering the questions. Those questions with the same numerical heading; i.e., 1 - follow to the right across the page, from the C-context column through the I-input and P-process columns to the O-outcomes column. When there is more than one related question in any of these columns, then each of these questions is designed by a letter; i.e., 1(a). All of the questions listed below a standard are intended to afford some measure of that standard.

Scoring The Evaluation Items

The self-rating score is based on a 0-10 scale. The project director and staff should consider the standard, and after answering the questions, should determine the extent to which the project is meeting the standards.

A score of 0-3 indicates that the standard is not being met, or being met to an insignificant degree.

A score of 4-6 indicates that the standard is being satisfied approximately half the time, or in about half of the instances.

A score of 7-10 indicates that the standard is being achieved or is being satisfied most of the time.

Evaluation of the complete operation of a Title III project should afford the director and staff a better opportunity to assess decisions made, as well as future decisions. This should favorably influence the degree of success achieved in reaching stated or modifield goals for the project.

GLOSSARY

The following list has been designed as a guide in the use of the evaluation instrument. Any terms, not listed below, which present a doubt to the reader, are to be defined as found in any Dictionary of Common English Usage, or the Dictionary of Education.

COMMUNITY RESOURCES -- Those adjunct to curriculum found within the local community(ies).

FACILITY -- A site established to serve a particular project or program.

GOALS AND OBJECTIVES-- The end toward which all effort is made:

a. Goals are not necessarily measureable.

b. Objectives are always measureable.

"IN-KIND" -- Of similar nature.

LEA -- Local education agency or local school district.

PROGRAM -- Activities planned (or unplanned) within a project.

PROJECT -- Planned and definitely formulated undertaking.

USE AREA -- Physical setting utilized for teaching purposes.

CATEGORIES FOR EVALUATION FOR ENVIRONMENTAL EDUCATION

A. Planning & Design

1. Origination of the Idea
2. Pre-planning
3. Identification of Needs
4. Philosophy
5. Community Involvement
6. Outside Involvement
7. Resource Identification
8. Design Production
9. Financing
10. Priorities

B. Content

1. Goals & Objectives
2. Curriculum
3. Faculty & Staff Activities
4. Student Involvement
5. In-Service Preparation
6. Resource Utilization
7. Material & Equipment Utilization

C. Operation

1. Organizational Pattern
2. Personnel
3. Facilities
4. Materials & Equipment
5. Budget
6. Student Participation
7. Scheduling
8. Dissemination
9. Record Maintenance

D. Productivity

1. Fiscal Policies
2. Personnel Evaluation
3. (a-1) Personnel Growths & Attitudes Project Personnel
   (a-2) Personnel Growths & Attitudes LEA Personnel
   (b-1) Project Personnel Growth--Skills
   (b-2) LEA Personnel Growth--Skills
   (c-1) Success in Role--Project Personnel
   (c-2) Success in Role--LEA Personnel
4. (a) Student Changes in Attitudes
   (b) Student Changes in Knowledges
5. Project Effectiveness
6. Effect in School District
7. Project and Community Long-Term Effects

STATISTICAL SUMMARY FOR EVALUATION FOR ENVIRONMENTAL EDUCATION

Project Title: _____ USOE #_____

Address: _____ *Phone* _____

_____ ZIP #_____

Director's Name: _____

Total population of area served: _____

Population characteristics of area served:

Inner-City %_____
Urban %_____
Rural %_____

Service coverage in square miles: _____

Economic characteristics of area served:

Agricultural %_____
Industrial %_____
Business %_____
Other %_____

Number of School Districts (LEA's) being served: _____

Total student population of school districts (LEA's) being served: _____

Student characteristics of school districts (LEA's) being served:

Inner-City %_____
Urban %_____
Suburban %_____
Rural %_____
Public %_____
Non-Public %_____

Current expenses for education per student (ADE) in school districts (LEA's) being served: approximately $_____

Total project budget (except capital outlay) divided by number of pupils served: $_____

Number of students being served by project (yearly) _____

Characteristics of students being served by project:

Inner-City %_____
Urban %_____
Suburban %_____
Rural %_____
Public %_____
Non-Public %_____

Number of students still in need of service: _____

Characteristics of students still in need of service:

Inner-City %_____
Urban %_____
Suburban %_____
Rural %_____
Public %_____
Non-Public %_____

SUMMARY

Are similar programs in operation within area served?

Do existing programs in area conflict in any way?

What curriculum or special education area are covered in project? (List)

Are Field Experiences (out of school) presently part of the school program? (Describe)

In what ways does the community to be served have particular need for the project? (Explain)

Why is this project of special potential value for the community to be served? (Describe)

A-1 STANDARD: Origination of the Idea

Sources of ideas for initiating innovative projects should be identified and assessed for feasibility and potential educational advantages.

Self-rating Score_____

C	I	P	O
a. Were new ideas for prospective programs encouraged? ___Yes ___No ___Neither If yes, by whom?	a. Were new ideas actually presented by various staff members? ___Never ___Occasionally ___Often	a. Who presented the idea which became the basis for this proposal? (Give position or title of person or name of group) b. What factors gave the original stimulus to this proposal? (Be specific) c. How long was this proposal considered before it was actually presented to the assessing agent in the LEA?	a. Was the originator of the idea further involved in developing it into an acceptable proposal in the LEA? ___Yes ___No If no, why? b. How readily was the proposal accepted by the decision-maker in the LEA? ___Readily ___With Hesitation ___After Much Deliberation ___Without Enthusiasm c. Who made the final determination on the feasibility of the proposal in the LEA? (Give position or title of person or name of group) d. Was the availability of Federal funds a major factor in the acceptance of this proposal in the LEA? ___Yes ___No

A-2 STANDARD: Pre-Planning

Acceptable ideas should be reviewed by knowledgeable persons in order to develop and expand them into an educationally sound proposal.

Self-rating Score_____

C	I	P	O
a. Were procedures established to allow for a knowledgeable review and expansion of the original idea? ___Yes ___No	a. Were acceptable new ideas actually reviewed to formulate them into an educationally sound proposal? ___Yes ___No	a. Who performed this review? (Give position or title of person or name of group)	a.(1) Did this review result in modifications to the original proposal? ___Yes ___No a.(2) If so, to what degree? (Give brief explanation)

A-3 STANDARD: Identification of Needs

In order to facilitate the planning for projects involving behavioral changes in people as well as increasing their knowledge and skills, the needs of the people to be served should be identified.

Self-rating Score_____

C

a. Were the needs of these groups considered? (Check those that apply)

	Yes	No	N/A
Community			
School District			
Children			
Teachers			
Parents			
Other (specify)			

b. Were the following types of needs considered?

	Yes	No	N/A
Curricular			
Economic			
Social			
Emotional			
Other (specify)			

I

a.(1) Were the needs of these groups actually applied in planning?

	Yes	No	N/A
Community			
School District			
Children			
Teachers			
Parents			
Other (specify)			

a.(2) What were the needs?

b. Were the following types of needs actually applied in planning?

	Yes	No	N/A
Curricular			
Economic			
Social			
Emotional			
Other (specify)			

P

a.(1) How did you attempt to meet these needs in general terms utilizing primary involvement? (i.e., Plan for types of experiences--Explain.)

a.(2) What criteria did you use for selecting specific needs? (Give brief explanation)

O

a.(1) What modifications were made to the original proposal in order to fulfill these needs?

a.(2) What new needs did you identify in designing the proposal? (Specify)

A-4 STANDARD: Philosophy

The philosophy of the proposal should reflect the recognized needs and the educational philosophy of the school district.

Self-rating Score_____

C	I	P	O
a. Were the previously established needs considered in determining the proposal's general philosophy? ___Yes ___No ___No needs established	a. Does the proposal's philosophy reflect the established needs? ___Fully ___Partially ___Not at all	a. List the needs which are reflected in the philosophy.	a. State your proposal's general philosophy.
b. Was the educational philosophy of the school district considered in planning this proposal? ___Yes ___No	b. Does the proposal's philosophy reflect the school district's educational philosophy? ___Fully ___Partially ___Not at all	b. What process was utilized in relating an approach to building the proposal's philosophy to the school district's philosophy?	

A-5 STANDARD: Community Involvement

The broadest possible cross-section of community representation is desirable for initial and continual planning of the proposal.

Self-rating Score_____

C

a. Were various community based groups considered for involvement in the initial planning? (Check all that apply)

	Yes	No	N/A
Lay Groups			
In-Community Consultants			
Non-Public School Pers.			
Local Industry			
Public School Pers.			
Other			

I

a. Were they actually involved in the initial planning? (Check all that apply and indicate % of involvement)

	Yes	No	N/A	%
Lay Groups				
In-Community Consultants				
Non-Public School Pers.				
Local Industry				
Public School Pers.				
Other				

P

a. How were these various groups involved in the initial planning?

O

a.(1) What positive contributions were made by these groups in the initial planning?

a.(2) Which group made meaningful contributions in the initial planning? (Check all that apply)

Lay Groups ___
In-Community Consultants ___
Non-Public School Pers. ___
Local Industry ___
Public School Pers. ___
Other ___

Self-rating Score_____

C

b. Were various community based groups considered for involvement in the continual planning?
(Check all that apply)

	Yes	No	N/A
Lay Groups			
In-Community Consultants			
Non-Public School Pers.			
Local Industry			
Public School Pers.			
Other			

I

b. Were they actually involved in the continual planning?
(Check all that apply and indicate % of involvement)

	Yes	No	N/A	%
Lay Groups				
In-Community Consultants				
Non-Public School Pers.				
Local Industry				
Public School Pers.				
Other				

P

b. How are these various groups involved in the continual planning?

O

b.(1) What positive contributions were made by these groups in the continual planning?

b.(2) Which group made meaningful contributions in the continual planning?
(Check all that apply)

Lay Groups ___
In-Community Consultants ___
Non-Public School Pers. ___
Local Industry ___
Public School Pers. ___
Other ___

A-6 STANDARD: Outside Involvement

All pertinent and up-to-date knowledge available from sources outside the community should be considered in planning the proposal.

Self-rating Score_____

C

a. Were various outside specialists consulted in initial planning of the proposal? (Check all that apply)

	Yes	No	N/A
Other Project Directors			
State Dept. of Ed.Personnel			
Outside Consultants			
Labor & Indus. Reps.			
College & Univ. Pers.			
Published Research			
Govt.Agencies			
Other			

I

a. Were outside specialists actually involved in the initial planning of the proposal? (Check all that apply and indicate % of involvement)

	Yes	No	N/A	%
Other Project Directors				
State Dept. of Ed.Personnel				
Outside Consultants				
Labor & Indus. Reps.				
College & Univ. Pers.				
Published Research				
Govt.Agencies				
Other				

P

a. How were the services of these outside specialists utilized in the initial planning of the proposal?

O

a. What specific contributions to the initial planning resulted through the use of outside specialists? (Specify specialists)

Self-rating Score_____

C

b. Are various outside specialists consulted in the continual planning of the proposal?
(Check all that apply)

	Yes	No	N/A
Other Project Directors			
State Dept. of Ed.Personnel			
Outside Consultants			
Labor & Indus. Reps.			
College & Univ. Pers.			
Published Research			
Govt.Agencies			
Other			

I

b. Are outside specialists actually involved in the continual planning of the proposal?
(Check all that apply and indicate % of involvement)

	Yes	No	N/A	%
Other Project Directors				
State Dept. of Ed.Personnel				
Outside Consultants				
Labor & Indus. Reps.				
College & Univ. Pers.				
Published Research				
Govt.Agencies				
Other				

P

b. How are the services of these outside specialists utilized in the continual planning of the proposal?

O

b. What specific contributions to the continual planning resulted through the use of outside specialists?
(Specify specialists)

A-7 STANDARD: Resource Identification

To determine the limitations, capabilities and potential of the program, all currently available and anticipated resources should be identified and classified.

Self-rating Score_____

C

a. Was the importance of resource identification considered in planning the proposal? (Check all that apply)

	Yes	No	N/A
Personnel:			
Specialists			
Consultants			
Other			
Site:			
Natural			
Buildings			
Other			
Information:			
Library			
Other			

I

a. Were available resources identified according to some criteria relative to the proposal?

___Yes ___No

P

a.(1) How did proposal planning utilize available and anticipated resources?

a.(2) What limitations were set on proposal planning by a lack of resources?

O

a. How did the final proposal reflect an understanding of program limitations, in the light of available and anticipated resources, capabilities and potential?

A-8 STANDARD: Design Production

The appropriate proposal design can be developed best by blending all of the previously gathered information and material into a workable plan for meeting the general philosophy of the proposal.

Self-rating Score_____

C	I	P	O
a. Was the design developed in keeping with the general philosphy and needs as previously established? ___Yes ___No	a. How functional was the design? ___Highly functional ___Functional ___Partially functional ___Not functional (Please describe why)	a.(1) To what extent does the design reflect the general philosophy of the proposal? 80 to 100% ___ 50 to 80% ___ 30 to 50% ___ less than 30% ___ not at all ___	a.(1) Was the proposal design sufficient for achieving the philosophy of the proposal?
		a.(2) How does the design reflect the general philosophy of the proposal?	a.(2) List any obvious shortcomings or overemphasis in the design relative to general philosophy.

A-9 STANDARD: Financing

The financial feasibility of the proposal can be determined only after a preliminary budget has been prepared, which shows all anticipated expenditures and identifies all potential sources of funds.

Self-rating Score_____

C	I	P	O
a. Was the necessity of having a complete preliminary budget prior to making final dispositions and assignment of priorities realized? ___Yes ___No	a. Was a preliminary budget prepared? ___Yes ___No Did it show all anticipated sources of funds? ___Yes ___No Did it provide a complete overview of anticipated expenditures? ___Yes ___No	a. Attach a copy of the preliminary budget. (Give a brief explanation of any unusual items)	a.(1) What revisions were required in the preliminary budget as the proposal became operational? (Attach a copy of the final budget) a.(2) Briefly explain any changes of 20% or more.

A-10 STANDARD: Priorities

The implementation of an effective proposal and the efficient use of finances requires that priorities be determined and assigned in the planning stages of the proposal.

Self-rating Score_____

C

a. Was consideration given to the establishment of proposal priorities based on:

	Yes	No	N/A
Financial Structure			
Educational Needs			
Material Needs			
Physical Needs			
Other Needs			

I

a.(1) Were actual priorities established in view of:

	Yes	No	N/A
Financial Structure			
Educational Needs			
Material Needs			
Physical Needs			
Other Needs			

a.(2) List the priorities below:

P

a.(1) How were priorities determined?

a.(2) Who made the final determination on priorities? (Give title or position or identify group)

O

a.(1) Were these priorities compatible in terms of the actual proposal?

___Yes

___No

___None assigned

a.(2) What changes would you (or did you) make in your listing of priorities as a result of project operation to date?

a.(3) On what basis were the priorites changed?

B-1 STANDARD: Goals and Objectives

The project should establish goals and objectives which are consistent with the broad philosophy and objectives of the local education agency(ies), and they should be stated in measurable terms.

Self-rating Score_____

C	I	P	O
a. Have goals and objectives for the project been established and stated in measurable terms? ___Yes ___No	a. Are specific objectives formulated for each facet of the project? ___Yes ___No	a. Is there a plan for the systematic review and revision of objectives? ___Yes ___No	a. Is data available to support claims of movement toward objectives? ___Yes ___No
b. Are the objectives consistent with the philosophy of the LEA? ___Yes ___No	b.(1) If yes, are specific objectives formulated, consistent with specific objectives of each curriculum area? ___Yes ___No	b.(1) If yes, is there a plan for the systematic review and revision of these objectives? ___Yes ___No	b.(1) Did the LEA philosophy affect the formation of the project philosophy? ___Yes ___No
Are the goals drawn from the philosophy of the LEA? ___Yes ___No	b.(2) If no, what is the basis of the project philosophy in the formulation of specific objectives?	b.(2) If no, can the inconsistencies between objectives be compensated for, to allow the project to operate? ___Yes ___No	b.(2) Did the project philosophy affect the LEA philosophy? ___Yes ___No

B-2 STANDARD: Curriculum

Realistic goals and objectives representing a complement or supplement to those already established by the participating local education agency(ies) should be developed for the project.

Self-rating Score_____

C	I	P	O
a. Was the existing school curriculum material reviewed in developing project curriculum? ___Yes ___No	a.(1) If yes, does new material reinforce established curriculum, or does it expand curriculum into additional areas? ___reinforce ___expand ___replace ___other	a. Is there provision or plan for the graduation introduction of the innovative changes of this project into the curriculum? ___Yes ___No	a.(1) Were the innovative changes incorporated into existing curriculum? ___Yes ___No To what extent? (State as a percentage) ___%
	a.(2) If no, what was the basis for the project curriculum?		a.(2) Did the incorporated innovations result in: ___reinforcement? ___extension? ___replacement? ___other?

B-3 STANDARD: Faculty and Staff Activities

The faculty and staff roles for performing their curricular tasks should be clearly defined.

Self-rating Score_____

C	I	P	O
a. Has staff been selected on the basis of curricular needs? ___Yes ___No	a. Are staff assignments and responsibilities clearly defined within educational program areas? ___Yes ___No	a. Is there a systematic plan for assessing staff effectiveness in terms of curricular needs? ___Yes ___No	a. Is the staff effective in terms of curricular needs? ___Yes ___No
b.(1) Is there versatility in staff capabilities regarding project curriculum? ___Yes ___No	b. Are staff members restricted in terms of subject material they can teach, or are their project capabilities versatile? ___restricted ___versatile	b. Is there a plan for using individual abilities of staff for the benefit of the project? ___Yes ___No	b. Is the use of the staff effective in terms of curricular needs? ___Yes ___No
b.(2) Is there flexibility in staff approach re: project activities? ___Yes ___No			c. How were the objectives defined? ___subjectively ___objectively ___formally ___other

B-4 STANDARD: Students

A plan for student involvement in the planning and the execution of the project should be established.

Self-rating Score_____

C	I	P	O
a. Was provision made for student planning of total project activities? ___Yes ___No	a.(1) Are students involved in planning the project's activities? ___Yes ___No a.(2) If no, stop here and go on to Standard B-5	a. How are they involved? (Percentage of project planned by students) Content ___% Student role ___% Pre-activity plan ___% Post-activity plan ___% Evaluation plan ___% Leader role ___% _____ ___% Other (name)	a.(1) Does actual project activity show positive evidence of planning? ___Yes ___No a.(2) Is there a change from the amount of previous student planning activity? ___Yes ___No ___less activity ___more activity ___no change a.(3) Is there a greater amount of student involvement in the project now than when the project started? ___Yes ___No a.(4) What effect has this student involvement had on student activity in the continued planning of the project? ___increase ___decrease ___no change the rest of the schoolcurriculum? ___increase ___decrease ___no change

B-5 STANDARD: In-Service Preparation

A program of in-service preparation for classroom teachers providing for acquisition of new understandings, perceptions, skills and techniques required in the project should be developed and established.

Self-rating Score_____

C

a.(1) Has an in-service program been developed?

___Yes ___No

a.(2) If yes, check those areas that are applicable:

Skills ___
Methods (list)
_____
_____
_____
Research ___
Concepts ___
Content (list)
_____
_____
_____
Teaching aids or materials ___
Personal growth and understanding ___
Other
_____
_____

a.(3) If no, go on to Standard B-6

I

a.(1) Is in-service training an established and continuing facet of the project?

___Yes ___No

Type of Program: (Check all that apply)

College credit ___
Salary credit ___
Voluntary ___
Required ___
Free time ___
School time ___
Stipend ___
No stipend ___
Summer ___
Special course by outside agency ___
Other (specify) ___

a.(2) Expenses borne by:

Project ___
LEA(s) ___
Teachers ___
Other (specify) ___

b. Was a validated instrument developed to measure teacher behavioral change?

___Yes ___No

P

a.(1) How is the in-service training implemented? (Check all that apply)

Class of students with teachers ___
Lecture ___
Demonstration ___
Skill practice using children ___
Method practice using children ___
Teacher alone ___
Seminars ___
Other (specify)

a.(2) The in-service training is led by? (Check all that apply)

Project staff ___
Consultant ___
School personnel ___
Other (specify) ___

O

a.(1) Is the in-service training program effective in terms of the total project?

___Yes ___No

a.(2) Were teacher skills and learnings developed in the in-service program utilized in project activities?

___Yes ___No

a.(3) If yes, how? (Check all that apply)

Leadership in activities ___
Communication with staff ___
Improved technique ___
Improved teacher effectiveness ___
with students ___
with other teachers ___
Assists project staff ___
Develops own materials ___
Other (specify) ___

B-6 STANDARD: Resource Utilization

Resources for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.

Self-rating Score_____

C

a. Were the following kinds of resources inventoried for use in the project?

	Yes	No
Personnel:		
Specialists		
Consultants		
Other		
Site:		
Natural		
Buildings		
Other		
Information:		
Library		
Other (Specify below)		

I

a.(1) **Are concurrent records kept on all resource use?**

___**Yes** ___No

a.(2) **Were additional resources needed and secured?**

___**Yes** ___No

a.(3) **Is there a plan for the evaluation of resources?**

___**Yes** ___No

P

a.(1) Are resource inventories and evaluations available for:

Program planning ___
Teacher use ___
Student use ___
Public use ___
_____ ___
(Other)

a.(2) How is the information disseminated?

Resource guides (teachers) ___
Library ___
Publications ___
Speaking engagements ___
Correspondence ___
Audio-Visual Media ___
Other (specify) ___

O

a.(1) Were resource inventories effectively used?

___Yes ___No

By whom?

Teachers ___
Students ___
Project Staff ___
Evaluators ___
Specialists ___
Other (specify) ___

_____

_____

a.(2) Were resource evaluations effectively used?

___Yes ___No

By whom?

Teachers ___
Students ___
Project Staff ___
Evaluators ___
Specialists ___
Other (specify) ___

_____

B-7 STANDARD: Materials and Equipment

Materials and equipment needed for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.

Self-rating Score_____

C

a. Were the following kinds of materials and equipment inventoried for use in the project?

Please check	Yes	No
Transportation	___	___
Science	___	___
Field math	___	___
Camping	___	___
Other (specify)		
_____	___	___
_____	___	___
_____	___	___

I

a.(1) Are concurrent records kept on all materials and equipment?

___Yes ___NO

a.(2) Is there a plan for the evaluation of materials and equipment?

___Yes ___No

a.(3) Is there a preventive maintenence program set up for equipment?

___Yes ___No

a.(4) Were all purchased materials and equipment found to be appropriate?

___Yes ___No

Per Cent of appropriateness:

_____%

P

a.(1) Are materials and equipment inventories and evaluations available for:

Program planning	___
Teacher use	___
Student use	___
Public use	___
Other (specify)	___

a.(2) How is this information disseminated?

Materials and Equipment Guides (Teachers)	___
Library	___
Publications	___
Others (specify)	___

O

a. Were materials and equipment inventories and evaluations effectively used?

___Yes ___No

By whom?

Teachers	___
Students	___
Project staff	___
Evaluators	___
Specialists	___
Others (specify)	___

C-1 STANDARD: Organizational Pattern

An organizational pattern with clear-cut lines of responsibility is essential to an efficiently operating project.

Self-rating Score_____

C	I	P	O
a.(1) Did the original proposal provide for a plan of structural organization for the project? ___Yes ___No	a. Was the organizational plan implemented? ___Yes ___No	a.(1) Describe how the organizational plan was implemented?	a. Was the original organizational plan effective? ___Yes ___No
a.(2) If no, was an organizational plan developed later? ___Yes ___No Date of project inception _____ Date organizational plan was developed _____		a.(2) What criteria were employed in developing the original organizational plan?	
b. Was either the original organizational plan or the one developed after the project began, modified? ___Yes ___No	b.(1) What were the forces or conditions that made modification advisable?	b. What criteria were employed for modifying the organizational plan?	b. Was the modified organizational plan effective? ___Yes ___No (Attach a copy of your organizational chart)
	b.(2) Who modified the organizational plan? Project director ___ Project staff ___ School Administrator ___ H.E.W. Dept. ___ Other _____		

C-2 STANDARD: Personnel

A. All personnel involved in the project should be assigned clearly defined responsibilities.

Self-rating Score_____

C	I	P	O
a. Did your project proposal, as funded and/or amended, contain clearly defined areas of responsibility? ___Yes ___No	a.(1) If no, when were project responsibilities and personnel coordinated to their proper positions? ___planning phase ___early operational phase ___late operational phase ___not at all a.(2) If yes, was it necessary to modify the areas of responsibility to personnel?	a. Is there constant assessment of personnel in terms of areas of responsibility? ___Yes ___No	a. Are all project responsibilities being met? ___Yes ___No b. If no, why not?

B. Project personnel should be chosen and appointed on the basis of their individual capabilities for fulfilling specific staff positions.

Self-rating Score____

a. Were personnel chosen on the basis of individual capabilities for specific staff positions? ___Yes ___No	a.(1) If yes, on what basis were capabilities assessed? ___Testing ___Professional background ___Ability ___Previous experience ___Interest ___Recommendation ___Other (explain) a.(2) If no, explain	a. Is there continual assessment of individual capabilities for assigned positions? ___Yes ___No	a. Do program personnel capably fulfill assigned positions? ___Yes ___No

C-2 STANDARD: Personnel [continued]

C. Personnel should be thoroughly familiar with their individual responsibilities and their relationships to the overall project.

Self-rating Score_____

C	I	P	O
a. Are personnel thoroughly familiar with their individual responsibilities in the overall program? ___Yes ___No	a.(1) Does an organizational table exist? ___Yes ___No a.(2) How are personnel informed of job descriptions? Posted scheme of organizational positions ___ Staff Meetings ___ Staff Manual ___ Other (explain) ___	a.(1) Are personnel being assessed periodically in terms of an awareness of their jobs in relation to the overall project? ___Yes ___No a.(2) If yes, By whom? _____ How frequently? _____ By what means?	a. Does the project reflect the familiarity of personnel with their individual responsibilities in relation to the overall project? ___Yes ___No

C-3 STANDARD: Facilities

Sufficient, adequate and appropriate facilities and/or use area for the proper and efficient operation of the program should be provided and maintained in such a manner as to be available and useable at all times while the project is in operation.

Self-rating Score_____

C	I	P	O
a.(1) Were suitable basic facilities and/or use area to fit the needs of the project immediately available? ___Yes ___No	a.(1) Was it necessary to renovate and adapt the facilities and/or use area to the project program? ___Yes ___No	a.(1) Was the selection of facilities and/or use area arrived at by cooperative agreement of the project's planners? ___Yes ___No	a.(1) Did the basic facilities and/or use area effectively provide for the program's objectives? ___Yes ___No
a.(2) When? ___During the planning stage? ___At the beginning of the project's operation? ___During the first six months of the project operation? ___During the first year? ___Later? (Specify when)	a.(2) Was the program adapted to meet the facilities and/or use area? ___Yes ___No	a.(2) If no, who was responsible for the selection of facilities and/or use area? (Give title or position)	a.(2) If no, did it reflect on original planning? ___Yes ___No
	a.(3) Were new facilities and/or use areas provided to meet the program? ___Yes ___No	a.(3) Were the facilities and/or use area established on a year-round permanent basis? ___Yes ___No	a.(3) Were any major changes required in the project's facilities and/or use area? ___Yes ___No
		a.(4) If no, were the facilities and/or use area rented or leased on a temporary basis, to be used as required? ___Yes ___No	a.(4) If yes, what changes were required and why?
		a.(5) Were program facilities and/or use area established for resident, day use, or both types of programs? ___ resident ___both ___ day	

C-3 STANDARD: Facilities [continued]

Self-rating Score_____

C	I	P	O
b. Was it necessary or advisable to secure facilities and/or use area outside the boundaries of the LEA? ___Yes ___No	b. If yes, was the selection of "distant" facilities and/or use area based on providing better programs at a lower per unit cost? ___Yes ___No If yes, was the selection of distant facilities and/or use area based on: ___Providing a better program at a lower per unit cost? ___A temporary expedient? ___No facility and/or use area available within the boundary of the LEA? ___Other (explain)	b. What processes were employed to select the facilities and/or use area outside the boundaries of the LEA?	b. Were the "distant" facilities and/or use area adequate for the program of the project? ___Yes ___No

C-4 STANDARD: Materials and Equipment

Appropriate materials and equipment for the proper and efficient operation of the project should be provided and maintained in such a manner as to be available in sufficient quantity and useable condition at all times while the project is in operation.

Self-rating Score_____

C	I	P	O
a. Was provision made to have adequate materials and supplies? ___Yes ___No	a.(1) Did the budget provide for necessary materials and supplies? ___Yes ___No	a.(1) Were supplies and/or equipment obtained or purchased through regular school purchase channels? Supplies ___Yes ___No Equipment ___Yes ___No	a.(1) Was the purchase procedure used a satisfactory one? For supplies ___Yes ___No For equipment ___Yes ___No
	a.(2) Were supplementary funds required to provide materials and equipment? ___Yes ___No If yes, explain:	a.(2) If not, how were they obtained?	a.(2) Was acquisition through methods other than purchasing, satisfactory? Explain:
		a.(3) What problems were presented if supplies and/or equipment were purchased through school purchase channels? (List)	
		a.(4) How were these problems resolved?	

Self-rating Score_____

C	I	P	O
b. Was provision made for maintaining equipment? ___Yes ___No	b.(1) Were funds available for equipment maintenance? ___Yes ___No b.(2) Who was responsible for maintenance of equipment?	b. What problems were presented in maintaining equipment? (List)	b. Were you satisfied with maintenance procedures and results? ___Yes ___No If no, explain why not.

C-5 STANDARD: Budget

A. A clearly defined budget should be prepared, utilizing acceptable accounting which takes into consideration all areas of income and expenditure.

Self-rating Score_____

C	I	P	O
a. Did the project proposal contain a clearly defined budget? ___Yes ___No	a.(1) Was the original budget approved and put into operation? ___Yes ___No	a.(1) Was the budget workable? ___Yes ___No	a.(1) Did you achieve the project objectives within the original or revised budget? ___Yes ___No
	a.(2) If no, how was it modified? ___% increase ___% decrease	a.(2) Was the revised budget workable? ___Yes ___No	a.(2) If no, did you modify the program to achieve the project objectives? ___Yes ___No
	a.(3) Were additional funds, other than federal funds, provided? ___Yes ___No By whom? (Identify)	a.(3) Was the USOE financial accounting system (OE 22017) adopted? ___Yes ___No	a.(3) If no, were additional funds, facilities, or services obtained from other sources? ___Yes ___No By whom? (Identify)
	a.(4) What % of the total budget was provided from non-federal funds? ___%	a.(4) If not, what variables presented themselves which resulted in modifications? (List)	

C-5 STANDARD: Budget [continued]

B. The budget should be managed in accord with all rules and regulations of the school district.

Self-rating Score_____

C	I	P	O
a.(1) Are clear budget records kept (district and project)? Project ___Yes ___No District ___Yes ___No	a.(1) Are the project's budget records kept accurately and up-to-date? ___Yes ___No	a.(1) Was record-keeping achieved without undue friction? ___Yes ___No	a.(1) Did control of fund accounts and expenditures reflect sound project budget planning? ___Yes ___No
a.(2) Are the project's budget records maintained by an LEA fiscal officer? ___Yes ___No	a.(2) If no, how did you (or will you) rectify this? (Explain)	a.(2) List reasons why the project's budget records were not kept current.	a.(2) If no, what changes were required? (List)
a.(3) Are the project's budget records maintained by a special project fiscal officer? ___Yes ___No			
b. Was an audit planned for the project? ___Yes ___No	b.(1) Were funds provided for auditing the project's financial records? ___Yes ___No	b. Was an audit made? ___Yes ___No	b.(1) Did an audit indicate a need for project budget revision? ___Yes ___No
	b.(2) If funds were not provided, how did you finance an audit? (Explain)		b.(2) If yes, list those revisions.

C-6 STANDARD: Student Participation

Where program learning content dictates student participation in the physical operation of the facilities, such participation should be set with specific duties and responsibilities assigned for each student.

Self-rating Score_____

C	I	P	O
a. Did the project proposal contain a detailed plan describing specific duties and responsibilities assigned to students? ___Yes ___No	a.(1) Was the plan implemented? ___Yes ___No	a.(1) Was the original plan workable? ___Yes ___No	a.(1) In the original or modified plan, did the student willingly participate in the assigned duties? ___Yes ___No
	a.(2) Was the original plan modified? ___Yes ___No	a.(2) Was the modified plan workable? ___Yes ___No	a.(2) List duties and responsibilities assigned to students.
		a.(3) If no, to either a.(1) or a.(2), list factors which caused the plan to be unworkable.	a.(3) Was an adult leader involved in assigning the duties and following them through to completion? ___Yes ___No
			a.(4) How well was this plan implemented into the program? ___ very well ___ moderately well ___ not well

C-7 STANDARD: Scheduling

An efficient method of scheduling staff and students for facilities and equipment should be employed in order to obtain maximum effective utilization of these resources.

Self-rating Score___/___

C	I	P	O
a. Did the project proposal contain an efficient method for scheduling project personnel and students, for use of available facilities and equipment? ___Yes ___No	a.(1) Was the original method for scheduling implemented? ___Yes ___No a.(2) Was the original method for scheduling modified? ___Yes ___No	a.(1) Is scheduling for use of facilities and equipment completed well in advance? ___Yes ___No a.(2) How far in advance is the scheduling completed? 3 to 6 weeks ___ 4 months ___ Other ___ a.(3) Did scheduling involve sharing facilities? ___Yes ___No a.(4) If yes, did serious scheduling problems result? ___Yes ___No a.(5) What was the major cause of the scheduling problem? Time ___ Competition from other groups ___ Transportation ___	a.(1) By employing the original schedule, was maximum utilization of staff, student, and facility resources achieved? ___Yes ___No a.(2) By employing a modified schedule was maximum utilization of student, staff and facility resources achieved? ___Yes ___No a.(3) Was sharing of facilities satisfactory? ___Yes ___No a.(4) Were these problems satisfactorily resolved? ___Yes ___No a.(5) Who resolved scheduling problems? Superintendent ___ Principal ___ Project Director ___ Other ___ a.(6) What criteria did you employ to assure the utilization of these resources? (List or attach data)

C-8 STANDARD: Dissemination

A. Pertinent data and information compiled as a result of the project should be properly cataloged, interpreted in a meaningful manner, and distributed to interested and concerned parties.

Self-rating Score_____

C	I	P	O
a.(1) Was a system established for cataloging, interpreting and distributing information developed in the project? ___Yes ___No	a. Who implemented the system? (Give title or position)	a.(1) Was the original system workable? ___Yes ___No	a.(1) Did the ___original, ___ modified, system enable you to meet the objectives for dissemination of information? ___Yes ___No
a.(2) Was the system: ___ In operation at the inception of the project? ___ During first 6 months of operation? ___ After 6 months of operation?		a.(2) If modification occurred, list factors which caused the system to be modified.	a.(2) What are the criteria for judging that dissemination of information was successful? (List or attach data)
		a.(3) Was the modified system workable? ___Yes ___No	
b. If a dissemination plan was not established, check here ___	b. Who decided that dissemination should not be implemented? (Give title or position)	b. What factors prevented implementation?	b. What have been the effects of not having a dissemination system implemented?

B. Any materials prepared for dissemination should be aimed at the level of the proposed recipients.

Self-rating Score_____

C	I	P	O
a. In the preparation of materials for dissemination, was the audience level kept in mind? ___Yes ___No If no, go directly to Page 33.	a. Who determined the audience level? Project director ___ Project staff ___ Other ___	a. How was the audience level determined? (List criteria below)	a. Were the desired interpretations by the audience realized? ___Yes ___No (List criteria below)

C-8 STANDARD: Dissemination [continued]

C. Dissemination of information should not be limited to one or two methods, but should rather include various methods and techniques for reaching the respective audience.

Self-rating Score_____

C	I	P	O
a. Was a plan incorporating a variety of methods for dissemination prepared? ___Yes ___No	a. List the methods used for dissemination.	a.(1) Were the original methods adequate and workable? ___Yes ___No a.(2) What factors affected the operation of the original plan? (List) a.(3) Were any changes made? (List)	a.(1) Were the project's objectives for dissemination of materials achieved? ___Yes ___No a.(2) What is the basis for this judgment? (Attach supporting data or list criteria) a.(3) What factors prevented success? (List)
		b.(1) Was a revised method of dissemination developed? ___Yes ___No b.(2) Was the revised method of dissemination workable? ___Yes ___No	b.(1) Was the revised plan successful? ___Yes ___No If no, what factors prevented success? (List below)

C-9 STANDARD: Records Maintenance

An efficient system for maintaining any and all records must be devised in order to insure a clear and complete record of all activities and functions, and provide continuity despite possible staff changes.

Self-rating Score_____

C	I	P	O
a.(1) Was an efficient system for carrying out the above planned? ___Yes ___No	a.(1) Were the records kept up-to-date? ___Yes ___No	a.(1) Was the system put into practice? ___Yes ___No	a.(1) Did a complete record of all activities and functions throughout the project afford continuity to the project? ___Yes ___No
a.(2) If no, WAS a system planned later? ___Yes ___No	a.(2) Was the responsibility for keeping records delegated to: Office personnel ___ Professional personnel ___ Director ___ Other (explain) ___	a.(2) If no, list reasons why the system was not implemented.	a.(2) List the major areas in which records were kept.
a.(3) If yes, Immediately ___ Short time ___ 6 months or more ___			a.(3) Who has benefitted most from these records? Project personnel ___ LEA personnel ___ Funding agency ___ Other (explain) ___

D-1 STANDARD: Fiscal Policies

The effectiveness of fiscal policies must be continuously evaluated, with subsequent adjustments of policy to meet the fiscal needs of the program as they are influenced by changes in the financial structure, and changes in sources and availability of funds.

Self-rating Score_____

C	I	P	O
a. Were fiscal policies developed in the project plan? ___Yes ___No	a.(1) Was flexibility in fiscal policy provided for? ___Yes ___No	a.(1) Were fiscal policies modified during the project? ___Yes ___No	a.(1) Were desirable fiscal policy changes made? ___Yes ___No
	a.(2) If no, indicate reason:	a.(2) What factors influenced fiscal policy change?	a.(2) Did said changes produce desired results?
		a.(3) Was modification within LEA fiscal policy impossible or not feasible? ___Yes ___No	
b. Will local districts be capable of assuming the cost of the project?	b. What personnel were involved in fiscal policy modification? (Give title or position)	b.(1) Are fiscal policy changes planned for cessation of federal funding?	b.(1) What is present local per capita support? What would the per capita cost be if local support took over the project? If local support is not possible or insufficient, what other sources of support have been planned or guaranteed? What % of program can be supported by these sources?
		b.(2) Are fiscal policy changes planned for reduction in federal funding prior to the scheduled phase out? ___Yes ___No If yes, describe	b.(2) If reduction in funding occurs can the project be maintained? What part of program would have to be eliminated? Would local funding take over?

D-2 STANDARD: Personnel Evaluation

Program productivity in terms of personnel growth, behavioral changes and success in their respective roles must be continuously observed and correlated with other aspects of the program in order to interpret program effectiveness.

Self-rating Score_____

C	I	P	O
a. Was evaluation of program productivity in terms of personnel growth planned? ___Yes ___No	a.(1) Was a personnel evaluation developed for project staff? ___Yes ___No a.(2) What procedures for evaluation of personnel were utilized? ___ Check list ___ Interview ___ Standardized Instrument ___ Observation ___ Staff sessions ___ Other (Attach detailed description of evaluation procedures) a.(3) Were personnel involved in selecting or developing procedures? ___Yes ___No a.(4) Who was responsible for final decisions on staff? (Give title or position)	a.(1) Was such an evaluation plan utilized? ___Yes ___No a.(2) Was base line data collected? ___Yes ___No a.(3) Was data collected at the conclusion of the report period? ___Yes ___No	a.(1) Did personnel show growth during the project activity? ___Yes ___No a.(2) If no, what remedial steps were taken? (Attach documents to support response.)

D-3 (a-1) STANDARD: Personnel Growths and Attitudes -- Project Personnel

Project personnel should demonstrate an acceptability to a change in attitudes.

Self-rating Score_____

C	I	P	O
a. Were attitude changes anticipated in the operation of the project? ___Yes ___No	a. Who selected the attitudes for project personnel? (Give title or position)	a.(1) Were desired attitudes presented to the project personnel through: ___ Discussion ___ Administrative policy ___ Others a.(2) Was there an evaluation of the change in attitudes of the project personnel? ___Yes ___No a.(3) Was there feedback relating to change in attitudes? ___Yes ___No	a.(1) Did project personnel willingly accept or develop desired attitudes? ___Yes ___No a.(2) If yes, what was the result of this evaluation? a.(3) If yes, in what form was this feedback gained? ___ Discussion ___ Written evaluation ___ Other

D-3 (a-2) STANDARD: Personnel Growths and Attitudes -- Local Education Agency(ies)

LEA personnel should demonstrate an acceptability to a change in attitudes.

Self-rating Score_____

C	I	P	O
a. Were attitude changes anticipated in the operation of the project? ___Yes ___No	a. Who selected the attitudes for LEA personnel? (Give title or position)	a.(1) Were desired attitudes presented to the LEA through: ___ Discussion ___ Administrative policy ___ Other	a.(1) Did LEA personnel willingly accept or develop desired attitudes? ___Yes ___No
		a.(2) Was there an evaluation of the change in attitudes of the LEA personnel? ___Yes ___No	a.(2) If yes, what was the result of this evaluation? (Explain briefly)
		a.(3) Was there feedback relating to change in attitudes? ___Yes ___No (Attach details concerning gathering of feedback)	a.(3) If yes, in what form was this feedback gained? ___ Discussion ___ Written evaluation ___ Other
	b. Were desired attitudes communicated to the LEA personnel? ___Yes ___No		b. What attitudes were assimilated by LEA personnel?

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel)

Project personnel should demonstrate effectiveness in the utilization of an increased number of teaching skills in the appropriate educating environment.

Self-rating Score_____

C	I	P	O
a. Do project personnel use out-of-class references and direct experiences more frequently as a basis for learning? ___Yes ___No	a. Are project personnel trained to utilize the outdoors for direct learning experiences for children? ___Yes ___No	a.(1) Are opportunities provided for direct experiences in the curriculum? ___Yes ___No a.(2) List some of the educational environments utilized, and degree of involvement by project personnel.	a.(1) Do project personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations? ___Yes ___No ____N/A a.(2) Do project personnel plan outdoor experiences for their classes? ___Yes ___No ____N/A a.(3) Do project personnel assign direct environmental study as opposed to vicarious study (e.g., text reading)? ___Yes ___No ____N/A a.(4) Others

Self-rating Score_____

C	I	P	O
b. Do project personnel share the decision-making process with their students? ___Yes ___No	b. Are project personnel trained and encouraged to share the decision-making process? ___Yes ___No	b.(1) Are student decisions encouraged and supported by the project administration? ___Yes ___No b.(2) List some areas of student responsibility in decision-making. b.(3) Degree of involvement: ___ Great deal ___ Some involvement ___ Little involvement	b.(1) Do project personnel encourage students to make pre-experience decisions concerning their own learning experiences? ___Yes ___No ____N/A b.(2) Do project personnel encourage students to make decisions concerning their actual experiences? ___Yes ___No ____N/A b.(3) Do project personnel encourage self-evaluation of learning experiences, after the experiences have been encountered? ___Yes ___No ____N/A

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

Self-rating Score_____

C	I	P	O
c. Do project personnel adopt improved techniques for encouraging learning? ___Yes ___No	c. Is innovation by project personnel encouraged? ___Yes ___No	c. How is innovation by personnel encouraged or nurtured? ___Recognition ___Salary increase ___Released time to develop or test proposed techniques ___Other	c.(1) Do project personnel use the skills learned in the outdoor environment in the classroom as well? ___Yes ___No ____N/A c.(2) Do project personnel use audio-visual aids appropriate for environmental education more effectively? ___Yes ___No ____N/A c.(3) Do project personnel use techniques which require maximum student involvement in the classroom, such as: ___ Discovery ___ Problem-solving ___ Small groups ___ Independent study ___Yes ___No ____N/A If yes, check appropriate item c.(4) Others

Self-rating Score_____

C	I	P	O
d. Do project personnel gain a better insight concerning the student-teacher relationship? ___Yes ___No	d. Are status and recognition provided for teachers developing this skill? ___Yes ___No	d. Is special training in human relations, such as sensitivity training or some equivalent, provided or encouraged for the project personnel? ___Yes ___No	d.(1) Do project personnel become more aware of the individual needs of children? ___Yes ___No ____N/A d.(2) Do project personnel become more aware of children's relationship to their classmates? ___Yes ___No ____N/A d.(3) Do project personnel make gains in their own knowledge of the teaching-learning process? ___Yes ___No ____N/A d.(4) Are project personnel more perceptive of the real values held by children or adults? ___Yes ___No ____N/A d.(5) Do project personnel increase in their ability to communicate with children? ___Yes ___No ____N/A d.(6) Do project personnel increase in their ability to listen to children? ___Yes ___No ____N/A d.(7) Others

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel)

LEA personnel should demonstrate effectiveness in the utilization of an increased number of teaching skills in the appropriate educating environment.

Self-rating Score_____

C	I	P	O
a. Do LEA personnel use out-of-class references and direct experiences more frequently as a basis for learning? ___Yes ___No	a. Are LEA personnel trained to utilize the outdoors for direct learning experience for children? ___Yes ___No	a. Are opportunites provided for direct experiences in the curriculum? ___Yes ___No	a.(1) Do LEA personnel illustrate abstract learning concepts in the classroom with concrete examples from the natural environment? ___Yes ___No ____N/A a.(2) Do LEA personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations? ___Yes ___No ____N/A a.(3) Do LEA personnel plan outdoor experiences for their classes? ___Yes ___No ____N/A a.(4) Do LEA personnel assign direct environmental study as opposed to vicarious study (e.g., text reading)? ___Yes ___No ____N/A a.(5) Others

Self-rating Score_____

C	I	P	O
b. Do LEA personnel learn to share the decision-making process with their students? ___Yes ___No	b. Are LEA personnel trained and encouraged to share the decision-making process? ___Yes ___No	b.(1) Are student decisions encouraged and supported by the LEA administration? ___Yes ___No	b.(1) Do LEA personnel encourage students to make pre-experience decisions concerning their own learning experiences? ___Yes ___No ____N/A
		b.(2) List some areas of student responsibility in decision-making.	b.(2) Do LEA personnel encourage students to make decisions concerning their actual learning experiences? ___Yes ___No ____N/A
		b.(3) Degree of involvement: ___ Great deal ___ Some involvement ___ Little involvement	b.(3) Do LEA personnel encourage self-evaluation of learning experiences, after the experiences have been encountered? ___Yes ___No ____N/A
			b.(4) Others

Self-rating Score_____

C	I	P	O
c. Do LEA personnel adopt improved techniques for encouraging learning? ___Yes ___No	c. Is innovation by LEA personnel encouraged? ___Yes ___No	c. How is innovation by personnel encouraged or nurtured? ___Recognition ___Salary increase ___Released time to develop or test proposed techniques ___Other	c.(1) Do LEA personnel use the skills learned in the outdoor environment in the classrooms as well? ___Yes ___No ____N/A c.(2) Do LEA personnel use audio-visual aids appropriate for environmental education more effectively? ___Yes ___No ____N/A c.(3) Do LEA personnel use techniques which require maximum student involvement in the classroom such as: ___ Discovery ___ Problem-solving ___ Small groups ___ Independent study ___Yes ___No ____N/A If yes, check appropriate item c.(4) Others

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

Self-rating Score_____

C	I	P	O
d. Do LEA personnel gain a better insight conerning the student-teacher and student-student relationships? ___Yes ___No	d. Are status and recognition provided for LEA personnel developing this skill? ___Yes ___No	d. Is special training in human relations, such as sensitivity training or some equivalent provided or encouraged in LEA(s)? ___Yes ___No	d.(1) Do LEA personnel become more aware of the individual needs of students? ___Yes ___No ____N/A d.(2) Do LEA personnel become aware of student's relationship to their classmates? ___Yes ___No ____N/A d.(3) Do LEA personnel make gains in their own knowledge of the teaching-learning process? ___Yes ___No ____N/A d.(4) Are LEA personnel more perceptive of the real values held by children or adults? ___Yes ___No ____N/A d.(5) Do LEA personnel increase in their ability to communicate with students? ___Yes ___No ____N/A d.(6) Do LEA personnel increase in their ability to listen to students? ___Yes ___No ____N/A d.(7) Others

D-3 (c-1) STANDARD: Success in Role -- Project Personnel

Project personnel should become increasingly aware of the roles they play in an environmental education program.

Self-rating Score_____

C	I	P	O
a. Are project personnel informed about the variety of roles, i.e., teachers, public relations officer, guidance, subject specialist, required of them? ___Yes ___No	a. Is a plan provided to assess the changing role of project personnel on a continuing basis? ___Yes ___No	a. What method(s) are used for creating an awareness of role? ___Staff meetings ___Memos ___Periodic reports ___Project staff evaluation ___Other	a.(1) Are project personnel able to adjust to the variety of roles? ___Yes ___No ____N/A a.(2) What evidence is there that success was achieved?

D-3 (c-2) STANDARD: Success in Role -- LEA Personnel

LEA personnel should become increasingly aware of the roles they play in an environmental education program.

Self-rating Score_____

a. Are LEA personnel informed about the variety of roles, i.e, teacher, public relations officer, guidance, subject specialist, required of them? ___Yes ___No	a. Is a plan provided to assess the changing role of LEA personnel on a continuing basis? ___Yes ___No	a. What method(s) are used for creating an awareness of role? ___Staff meetings ___Memos ___Periodic reports ___Project staff evaluation ___Other	a.(1) Are LEA personnel able to adjust to the variety of roles? ___Yes ___No ____N/A a.(2) What evidence is there that success was achieved?

D-4 (a) STANDARD: Student Changes in Attitudes

An effective program should show evidence of change and growth in attitudes through modifications in observable behavior.

Self-rating Score_____

C	I	P	O
a. Is student attitudinal change an important objective of the project? ___Yes ___No	a. Do the project personnel and LEA personnel give high priority to the selection of attitudes? ___Yes ___No	a. Are desired attitudes presented to the student through: ___Discussion ___Learning situations ___Social interaction ___Other	a. Did students develop desired attitudes? ___Yes ___No
b. For example, did the project select the following behavioral view of a desirable attitudinal change? "Students gain in ability to communicate with their teachers." ___Yes ___No	b. If yes, who were involved in attempting to influence behavior expressive of this attitude? ___Project staff ___LEA staff ___Other	b. What activities were employed to evoke these modified behaviors?	b.(1) Answer questions or react to discussion? ___Yes ___No ____N/A b.(2) Ask questions voluntarily? ___Yes ___No ____N/A b.(3) Suggest alternative procedures? ___Yes ___No ____N/A b.(4) Converse with adult leaders? ___Yes ___No ____N/A b.(5) Confide in adult leaders? ___Yes ___No ____N/A b.(6) Others?
		c. Describe method of evaluation. (Attach any instruments used. Include summary of data.)	Include supporting evidence for statements made above.

D-4 (a) STANDARD: Student Changes in Attitudes [continued]

Self-rating Score_____

C	I	P	O
c. Did the project select the following behavioral view of a desirable attitudinal change? "Students have permanently changed behaviors with their classmates indicating an increased liking or 'understanding' of them." ___Yes ___No	c. Who were involved in attempting to influence behavior expressive of this attitude? ___Project staff ___LEA staff ___Other	c. What activities were employed to evoke this attitude?	c.(1) Did the evaluation indicate that: The students associate with a larger percentage of their classmates? ___Yes ___No ____N/A c.(2) An increased number of stars or central clustering found on a Pre-Post Sociogram? ___Yes ___No ____N/A c.(3) Classroom behavior shows an increased acceptance of "fringe" students? ___Yes ___No ____N/A c.(4) New or peripheral students become more "absorbed" rapidly? ___Yes ___No ____N/A c.(5) Students like school better? ___Yes ___No ____N/A c.(6) Others?

Self-rating Score_____

C	I	P	O
d. For example, did the project select the following behavioral view of a desirable attitudinal change? "Students demonstrate an increase in their concern for the welfare of others." ___Yes ___No	d. Who were involved in attempting to influence behavior expressive of this attitude? ___Project staff ___LEA staff ___Other	d. What activities were employed to evoke these modified behaviors?	d.(1) Were students: Sympathetic with behavior of others? ___Yes ___No ____N/A d.(2) Sympathetic with physical needs of others? ___Yes ___No ____N/A d.(3) Sympathetic with social behavior related to religious requirements of others? ___Yes ___No ____N/A d.(4) Willing to reduce the number of stereotypic notions of their peers with respect to ethnic, nationality, and socio-economic grouping? ___Yes ___No ____N/A d.(5) Others?
e. Were other attitudinal goals selected? ___Yes ___No If yes, please evaluate in a similar fashion.	e. If yes, please respond as in d. above.	e. If yes, please respond as in d. above.	e. If yes, please develop behavioral statements as in d. above.

Self-rating Score_____

C	I	P	O
f. Do students gain in appreciation of the relation of natural resources to man's welfare? ___Yes ___No	f. Do teachers and administrators accord these attitudes high priority? ___Yes ___No	f. Are outdoor and indoor experiences utilized? ___Yes ___No How determined?	f.(1) Can students orally express their feeling towards conservation practices? ___Yes ___No ____N/A f.(2) Do students overtly show their concern to preserve resources for man's survival? ___Yes ___No ____N/A f.(3) Do students show interest in conservation projects? ___Yes ___No ____N/A f.(4) Do students' collections show more items from their natural environment? ___Yes ___No ____N/A f.(5) Are students cognizant of man's interdependence with his environment? ___Yes ___No ____N/A f.(6) Do students use conservation practices and ideas as a means of achieving group status and teacher approval? ___Yes ___No ____N/A f.(7) Others?

Self-rating Score_____

C	I	P	O
g. Do students broaden or expand their resource use ethic? ___Yes ___No	g. Do teachers and administrators accord these attitudes high priority? ___Yes ___No	g. Are outdoor and indoor experiences utilized? ___Yes ___No	g.(1) Do students show concern for the preservation or maintenance of organisms in their environment? ___Yes ___No ____N/A g.(2) Do students show concern for the conservation and management of natural resources? ___Yes ___No ____N/A g.(3) Do students express an abhorance of waste and demonstrate this in classroom or other school group visitation? ___Yes ___No ____N/A g.(4) Is actual waste of classroom materials decreased? ___Yes ___No ____N/A g.(5) Is greater interest shown by students in life processes or organisms and their food chains through projects, writings, art or music expression, etc.? ___Yes ___No ____N/A g.(6) Others?

Self-rating Score_____

C	I	P	O
h. Do students develop attitudes or feelings which will influence their use of leisure time or influence their leisure time activities? ___Yes ___No	h. Do teachers and administrators accord these attitudes high priority? ___Yes ___No	h. Are outdoor and indoor experiences utilized? ___Yes ___No	h.(1) Do students express a desire to be out-of-doors? ___Yes ___No ____N/A h.(2) Do students desire physical as well as intellectual types of leisure time activities? ___Yes ___No ____N/A h.(3) Do students indulge in socially oriented activities? ___Yes ___No ____N/A h.(4) Do students develop leisure time activities in the outdoors? ___Yes ___No ____N/A h.(5) Do students demonstrate greater interest in studying ecology? ___Yes ___No ____N/A h.(6) Others?

D-4 (a) STANDARD: Student Changes in Attitudes [continued]

Self-rating Score_____

C	I	P	O
1. Do students share experiences with an apparently desirable group of persons whose values may be other than their own? ___Yes ___No	1. Do teachers and administrators accord these attitudes high priority? ___Yes ___No	1. Are outdoor and indoor experiences utilized? ___Yes ___No	1.(1) Do students share experiences outside their immediate peer groups? ___Yes ___No ____N/A 1.(2) Are students' peer group lines crossed to form activity groups, play groups, etc.? ___Yes ___No ____N/A 1.(3) Do students show increased respect to minority groups? ___Yes ___No ____N/A 1.(4) Do students show increased receptivity to ideas and values of groups other than their own? ___Yes ___No ____N/A 1.(5) Do students show greater empathy towards others' feelings? ___Yes ___No ____N/A 1.(6) Others?

D-4 (a) STANDARD: Student Changes in Attitudes [continued]

Self-rating Score_____

C	I	P	O
j. Do students undergo a series of novel experiences (novel with respect to their background)? ___Yes ___No	j. Do teachers and administrators accord these attitudes high priority? ___Yes ___No	j. Are outdoor and indoor experiences utilized? ___Yes ___No	j.(1) Is student's attention increased during experience? ___Yes ___No ____N/A j.(2) Do students actively wish to participate in experience? ___Yes ___No ____N/A j.(3) Do students show excitement with the interaction during the experience? ___Yes ___No ____N/A j.(4) Do students orally express newness at discovery? ___Yes ___No ____N/A j.(5) Do students make references to experience as a common source of reference? ___Yes ___No ____N/A j.(6) Do students' experiences lead to further research study? ___Yes ___No ____N/A j.(7) Do students make statements comparing, contrasting and evaluating this experience with other past experiences? ___Yes ___No ____N/A j.(8) Others?

Self-rating Score_____

C	I	P	O
k. Were other broad behavioral goals selected? ___Yes ___No If so, please evaluate in a similar fashion.	k. Do teachers and administrators accord these attitudes high priority? ___Yes ___No	k. Are outdoor and indoor experiences utilized? ___Yes ___No	k. If yes, please develop behavioral statements, as in "j".

D-4 (b) STANDARD: Student Changes in Knowledges

Activities and experiences provided by the project will increase knowledge related to environmental education.

Self-rating Score_____

C	I	P	O
a. Is evidence sought to determine increases in students' knowledge at the level of imitating, duplicating, recognizing, identifying, remembering, recalling and classifying? ___Yes ___No	a. Are activities and learning situations provided in the project designed to produce specific responses to accomplish this level of learning and knowledge? ___Yes ___No	a. Indicate the type of activities used, and the methods involved.	a.(1) Are students able to identify at least 10 species of birds, animals, trees, ferns (or items appropriate to any project program)? ___Yes ___No ____N/A a.(2) List other categories pertinent to your project program.
		b. Describe procedures for evaluation. (Attach for each objective)	a.(3) Do students display competency in describing or representing relationships of objects or concepts encountered in environmental education, such as: types of rock, land use capability classes, biotic succession, etc.? ___Yes ___No ____N/A a.(4) List other relationships germane to your project program. a.(5) How are student competencies appropriate for your project program determined?

D-4 (b) STANDARD: Student Changes in Knowledges [continued]

Self-rating Score_____

C	I	P	O
b. Is evidence sought to determine whether students gain an understanding of concepts and processes by comparing, relating, discriminating, reformulating, estimating, interpreting, making critical judgments, and drawing inferences? ___Yes ___No	b. Are activities and experiences provided to allow students to attain a learning level which will produce concept formation and an understanding of processes? ___Yes ___No	b. Describe the activities, experiences and methods used.	b.(1) Do students display a knowledge of basic concepts related to the maintenance or modification of their environment or other environments? (For example: food chain, biotic community, water pollution, food supply sources, community resources, etc.) ___Yes ___No ____N/A b.(2) List concepts pertinent to your project program. b.(3) Are students able to explain several processes related to outdoor learning situations (i.e., soil formation, photosynthesis, seasonal changes, area deterioration, ecological succession, etc.)? ___Yes ___No ____N/A b.(4) List processes pertinent to your project program. b.(5) What criteria are employed to test students' competence in providing satisfactory explanations for concepts or processes listed above?

D-4 (b) STANDARD: Student Changes in Knowledges [continued]

Self-rating Score_____

C	I	P	O
c. Is evidence sought to determine whether students discover, create, reorganize, formulate new hypotheses, gain new insights, test generalizations by deduction, develop new generalizations by inference or induction, and, in general, can operate on a level of understanding which displays original and productive thinking? ___Yes ___No	c. Are activities and experiences provided which encourage a high level of understanding and accumulation of knowledge resulting in creative decision-making? ___Yes ___No	c. Describe the activities, experiences and methods used.	c.(1) Can students deal with abstract concepts and explain them to others? ___Yes ___No ____N/A c.(2) List some abstract concepts germane to your project program. c.(3) What criteria are employed to test students' competency in dealing with concepts in c.(2) above? c.(4) Can students state hypotheses and organize procedures or activities to test the hypotheses? ___Yes ___No ____N/A

Self-rating Score_____

C	I	P	O
			c.(5) What criteria are employed to test students' competencies in c.(4)?
			c.(6) Can students produce original thoughts, poems, writings, drawings, etc., developed from environmental education activities? ___Yes ___No ___N/A
			c.(7) What criteria are employed to determine the significance of student products in c.(6)?

D-5 STANDARD: Project Effectiveness

The effectiveness of a project can only be determined as an outgrowth of a continual process of evaluation involving all phases of the project from conception through completion, this evaluation must provide for continuous feedback and re-evaluation of every step as related to every other step, with sufficient flexibility of structure to allow for changes and modifications of the program as needed to accomplish the accepted goals and objectives of the project more effectively.

Self-rating Score_____

C	I	P	O
a. Was provision made for continual evaluation? ___Yes ___No ___Originally ___During course of project	a. Was an on-going procedure for evaluation designed? ___Yes ___No ___Check list ___Formal Instrument ___Observation ___Other	a.(1) Was the procedure modifield in use? ___Yes ___No a.(2) Was the procedure for evaluation implemented? ___Yes ___No	a. Did the evaluation provide sufficient data on project effectiveness to serve as a basis for decision-making? ___Yes ___No
b. Was provision made for continuous feedback? ___Yes ___No	b. What form did feedback assume? ___Written ___Oral ___Both	b. Which method was more effective? ___Written ___Oral ___Both	b. In which ways did feedback effect change? ___Project ___State ___Local ___National ___Other
c. Was there sufficient flexibility in structure for evaluation? ___Yes ___No	c. How was flexibility provided for? ___Administrative decision ___Staff decision ___Other (explain)	c. Was sufficient flexibility provided by: Administrative decision? ___Yes ___No Staff decision? ___Yes ___No Other? ___Yes ___No	c. What changes were arrived at administratively? Through the staff? Other?

D-6 STANDARD: Effect in Local Education Agency(ies)

The relationships between the project and its sponsoring and/or cooperating LEA(s) and its subsequent long-term effects in the LEA(s) must be assessed in order to determine general project effectiveness.

Self-rating Score_____

C	I	P	O
a. Was the project conceived jointly by the sponsoring and cooperating LEA(s)? ___Yes ___No	a. Was sufficient time provided for planning? ___Yes ___No	a.(1) Is the project following the design? ___Yes ___No a.(2) Has cooperation continued successfully? ___Yes ___No	a. Is the project meeting the objectives as originally conceived? ___Yes ___No
b. Were policies initially established to govern the relationship of the sponsoring LEA(s) and/or cooperating LEA(s)? ___Yes ___No	b.(1) Were these policies designed jointly? ___Yes ___No b.(2) Were these policies agreed upon jointly? ___Yes ___No	b.(1) Are these policies adhered to? ___Yes ___No b.(2) How are the policies enforced?	b. How have the policies helped in the carrying out of the project?
c. Were provisions made to evaluate and modify, where necessary, relationships and policies? ___Yes ___No	c. Was an instrument designed for this evaluation? ___Yes ___No	c.(1) Was the instrument used? ___Yes ___No c.(2) Were modifications indicated? ___Yes ___No	c.(1) Were relationships and policies effective? ___Yes ___No c.(2) Did the modification improve the relationship? ___Yes ___No ____N/A

Self-rating Score_____

C	I	P	O
d. Has the provision for local adoption of the effective programs been established? ___Yes ___No		d. Is the project evaluation being presented in a usable form for the local decision-making body? ___Yes ___No	d. Has the local education agency indicated a willingness to adopt effective programs? ___Yes ___No ___By board action ___Present financial commitment ___Increasing support ___Definite plan for future commitment If the answer to the above question is no, how will effective programs be continued? ___Other grants ___Private funds ___Program discontinued

D-7 STANDARD: Project and Community and Long-Term Effects

Long-term effects of the project upon the community should be noted to attain an overall view of the effectiveness of the project.

Self-rating Score_____

C	I	P	O
			What long-range effects of the project have been noted such as: ___Conservation legislation ___Resource use behavior if public ___Increased concern for maintenance and preservation of public and private property.

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